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23 February 1961

MEMORANDUM FOR: Chiefs, OTR Schools  
SUBJECT : Lesson Plans as Vital Materials

1. The vital materials of the Office of Training are those selected record materials which are vitally important to the continued operation of OTR in an emergency. If these materials were not readily available and in immediately useable form in time of emergency, it would be very difficult for the several components of OTR to re-establish and continue their operations without serious loss of time. Copies of these materials are therefore sent to repositories at the Agency's Relocation Center and at [REDACTED]

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2. The OTR Emergency, Contingency, and War Plan presents instructions with respect to types of vital materials for any course of instruction to be offered in emergency or wartime. Specifically the plan states that all OTR School Chiefs will:

"prepare and/or acquire standard wartime training materials, and provide curricula for use in wartime, and store course schedules, syllabuses, lectures, outlines, lesson plans, and/or tape recordings of actual instruction, and training aids [REDACTED]

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3. Each OTR School Chief has final decision as to which materials pertaining to his courses are "vital." He further decides the form in which such materials are prepared for deposit, and the amount and kinds of information presented in these vital records. In directing the preparation of his course materials for deposit, the School Chief is arranging that, in time of emergency, any basically qualified person would find the deposited records of a given course to be a sound foundation for launching and conducting the instruction without delay or difficulty.

JO# NO. BOX NO. FLD NO. DOC. NO. 44 NO CHANGE  
IN CLASS/ DECLASS/ CLASS CHANGED TO: TS S COMB. JUST 22  
NEXT REV DATE 09 REV 10/16/67 BY 107745 TYPE DOC. 02  
NO. PGS 4 CREATION 10/16/67 ORG COMP/L OPR/ ORG CLASS S  
REV CLASS C REV COORD. AUTH: HR 78-3

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4. Detailed lesson plans would probably be the most valuable records with which OTR could re-establish and continue its courses of instruction in time of emergency. OTR School Chiefs are responsible, of course, for the current preparation and content of lesson plans, for their use in current courses of instruction, and, as stated above, for their deposit as OTR vital materials. In order to assist School Chiefs, the OTR Education Committee recently reviewed various forms of lesson plans which might prove to be of most value for emergency purposes, and has developed a suggested format (copy attached to this memorandum).

5. The OTR Education Committee recommends that the attached lesson plan format be followed in the future, with revisions or modifications as desired, whenever the several Schools are revising or developing lesson plans for vital material deposits or for other purposes.

6. Additional copies of the suggested lesson plan format will be provided by the Plans and Policy Staff upon request.

SIGNED

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Chief, Plans and Policy Staff

cc: XO (attn: ARO)  
DTR

Distribution:

Orig. - C/IS  
1 - C/OS  
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25X1A9a OTR/PPS: [REDACTED]:nld (23 Feb 61)

A. TITLE (Must be exact and specifically identify instructional area)  
Example: Use of role-playing techniques in teaching.

B. OBJECTIVES (Stated in terms of student outcomes or what the student is expected to know or be able to do as a result of the training. Objectives are used to select the subject matter taught and to determine level of student achievement.)

- Examples:
1. To develop a high degree of skill in the operation of...
  2. To develop a familiarization in...
  3. To learn a basic skill in...
  4. To acquire knowledge about...or adopt an attitude concerning...

C. TRAINING AIDS (List all training aids, special devices, equipment and tools which will be used.)

Examples: 16 mm film "Accent on Learning," Ohio State University, 28 minutes. Charts on "Principles of Learning."

D. REFERENCES (List all texts, instructional books, etc., which will be used in preparing for or in presenting the instruction.) References which will be given to the students for class use may be listed under Training Aids.

Example:

Instructor: Dewey, John; How We Think. C & C Merriam Co., N. Y., 1933. (1 copy)

Student: Essert, Paul; Creative Leadership of Adult Education. D. Appleton & Co., N. Y., 1951. (15 copies)

E. INTRODUCTION

Time: 5 minutes

The introduction to any lesson should accomplish most of the following:

1. Get student attention.
2. Develop student interest (motivation), i.e. Tell student the value of training to him.
3. Delineate scope of lesson (state objectives).
4. Tell student what will be expected of him by the end of the lesson.
5. Tell student what method(s) will be used in training.
6. Direct student thinking along desired lines.

F. BODY

Time: 30 minutes

This is the "plan of action." In this section the instructor lists the main body of the subject matter and determines the proposed instructional method(s) of presentation, i.e., What are you going to teach and how are you going to teach it. This section includes:

1. Outline of subject matter to be covered, main and sub-points.

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Notes as to instructional method(s) to be used, including  
instructor activities ("Show chart #1"); ("Develop on

Approved For Release 2001/07/30 : CIA-RDP78-06365A000700020044-6 ("Use blackboard..."); ("Demonstrate operation..."; ("Use role-playing to illustrate...").

3. Suggestions for student activity ("Students work problem...")
4. Pertinent questions to be asked: areas of subject matter to be discussed.

**G. APPLICATION**

Time: 10 minutes

Indicate in this section what the students will do to apply or use immediately the skills or knowledge taught. Students may work certain problems. Students may discuss subject in small assigned groups. Students may practice operation of equipment.

**H. SUMMARY**

Time: 5 minutes

Recapitulate the main points of the subject presented and tie-up all the loose ends. It is advisable to ask specific questions covering the main points of the lesson. This will:

1. Organize the material in the minds of the students.
2. Offer a chance to strengthen any weak spots in your instruction.

**I. EVALUATION & CRITIQUE**

Time: 5 minutes

In this section the instructor can ascertain how well he taught based upon how well the students respond.

1. If a skill has been taught, a performance type test is effective.
2. If knowledge or attitudes have been taught, an oral or written test might be appropriate.
3. Class discussions and good oral questions are very effective to determine student comprehension.
4. The instructor might include in this section several main pertinent questions which will be used later in the "final" type test or evaluation.

**J. ASSIGNMENT**

Time: 5 minutes

1. It is frequently desirable to give the assignment at the beginning of the lesson, and perhaps repeated at the end, in order that sufficient time be devoted to making the assignment and also assuring that students clearly understand what is expected of them.
2. Instructions must be specific and complete. It is a good technique to have written assignments to be handed to the students.

NOTE: A lesson plan can be written for any unit period of time; i.e., one hour, three hours, or perhaps even one or two days. The time designations of this sample format indicate the relative emphasis an instructor might desire to denote to these various instructional phases with respect to the total lesson plan, in this case, 60 minutes.